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Senate did or should have judicial competence (the earliest passage cited in favor of this theory is from an oration of 57, after his return from exile). If this was an afterthought, as I believe it was, Cicero was able to make himself, if not others, believe that he had acted on this principle all the time. Such afterthoughts are not unknown in Cicero's psychology. Like Tartarin, he possessed the faculty of converting what he wished he had done into what he had done. Unfortunately for Cicero, he could not shift the responsibility and the odium to the Senate; it was not the Senate, but Cicero, that suffered exile in 58¹⁰.

UNIVERSITY OF PITTSBURGH.

EVAN T. SAGE.

REVIEWS

A Latin Reader, with an Introduction to Roman History, Literature and Antiquities. By A. Petrie. Oxford: at the University Press (1918). Pp. 125; xi + 421. \$2.00.

This really remarkable Secondary School Latin Reader comes to us out of Africa; Mr. Petrie is Professor of Classics in Natal University College, at Pietermaritzburg. The volume consists of two separate works, the Introduction and the Reader, bound together. They must therefore be considered separately. The Introduction is a marvel of skilful condensation. The subject-matter, although the language of the statements is pared to the limit, is most interestingly presented. Imagine a real history of Rome—not a mere annalistic table—from the earliest times to the establishment of the Principate, in a form which any normal boy or girl will enjoy reading, contained in 58 pages! Then, in similar adequate and interesting fashion, in the remaining 67 pages are discussed The Roman Constitution, The Senate, The Comitia or Popular Assemblies, Roman Law and Law Courts, The Roman Army, Roman Private Life, Roman Religion, Roman Money, The Roman Calendar, The Latin Language, Latin Literature (the high lights from Livius Andronicus to Suetonius), writing and writing materials, book construction, publication, and selling, and the preservation of the classical authors. For all this matter there are excellent illustrations. Professor Petrie has beautifully accomplished the impossible.

The Reader is divided into a Junior Section (3-38) and a Senior Section (41-209), with no very sharp line of demarcation as regards the difficulty of the selections. The Reader is designed for students preparing for

examinations "in which no special text is prescribed for study", and it fulfills its purpose admirably. In the Junior Section we find, in order, selections from Nepos, some fairly easy episodes from the Gallic War (surprisingly brief, however, to us who are fed on Caesar), a number of passages from the simpler philosophic works of Cicero (though nothing from the Orations), a bit of Quintus Curtius, and ten of Phaedrus's fables. Nothing could better illustrate the difference of content between the British and the American curriculum of the earlier Secondary years.

In the Senior Section we have, as prose selections, somewhat more difficult Caesar (chiefly from the *De Bello Civili*), plenty of Cicero (Orations, Philosophy, Letters), a little of Sallust, considerable Livy, and some satisfying excerpts from Pliny the Younger. Then follows a very brief account of prosody as an introduction to the poetical selections. Catullus heads the list of poets, a rather unusual choice, as it seems. Then come about twenty pages of Vergil (little of the *Georgics* and much of the *Aeneid*); about as much of Horace as of Vergil (*Odes*, *Epodes*, and *Satires*); about a hundred lines each of Tibullus and Propertius; and, last of all, twenty pages again of Ovid (*Metamorphoses*, *Fasti*, *Tristia*).

The enumeration of these offerings has been somewhat particular in the belief that the value of a review of a book of selections depends largely upon giving a fair idea of the material offered. What a satisfaction it would be for Readers of the College Entrance Examination Board if the candidates for our own 'Comprehensive Examinations' would come up to them with a mastery of this material! On the other hand, pupils using any book of excerpts lack the advantage of connected reading of their authors and a fairly complete grasp of subject-matter. Extracts make for sketchiness rather than continuity. But, as good Sir Roger remarked in his famous adjudication, "There is much to be said on both sides".

The notes (211-340) may best be described as 'by an Englishman for English boys'. They deal with subject-matter, diction, and neat turns of phrase—with syntax not at all. But English pupils of this stage of advancement are presumed—and, I am told, justly so—to *know* their grammar! Why can we not do the thing with equal thoroughness on this side of the Atlantic? The fault, I think, lies largely in the American tradition of haste and short-cuts in the *multa sed non multum* of our educational faddists.

The vocabulary of all this range of material is necessarily much more extensive than our accepted American vocabulary of High School Latin. It is presented in the form of bare definition—always a grievous defect in any Vocabulary, however excellent the definitions may be from the point of view of diction in reference to usage in the text covered. In that regard, these are nearly perfect.

Finally, delightful as the book is, its atmosphere is English, its adaptation is English and its use will, I fear

¹⁰The bearing of the trial of Rabirius upon the conspiracy of Catiline and upon Cicero's conduct has never been fully appreciated and sufficiently emphasized. It is recognized as one of the various 'nibbling' attacks of the democrats on Cicero and the optimates (by Professor F. F. Abbott, *Titus Labienus*, *The Classical Journal* 13.4 ff.; compare Miss Saunders, *THE CLASSICAL WEEKLY* 10.153), but the direct connection is closer than is usually believed. The School editions usually fail to mention it at all, nor do they have satisfactory discussions of the *Consultum*. The effort to understand and explain to students the complicated politics of Cicero's administration is valuable in the teaching of Cicero and in the teaching of good citizenship (compare B. L. Ullman, *Political Questions Suggested by Cicero's Orations*, *University of Pittsburgh Bulletins*, Latin Series No. 3). A good political commentary on the Orations usually read would be useful.

probably be limited to England and her Colonies. Frankly, it is over the head of our own Secondary instruction, much as we may regret to acknowledge it.

CENTRAL HIGH SCHOOL,
Philadelphia, Pa.

B. W. MITCHELL.

The Doctrines of the Great Educators. By Robert R. Rusk. London and New York: Macmillan and Company (1918). Pp. 294. \$2.00.

So many ideas which are commonplace among educationalists to-day were so clearly stated by leading thinkers of the Hellenic and Roman worlds, that for this, if for no other reason, those thinkers always offer us interesting subjects for reflection and discussion. Though the *means* for accomplishing the ends have been multiplied, how much more clearly have we of the present stated the *aims* of education? How many of these concepts find their origin among the Greeks and the Romans!—formal discipline; value of interest in the learning process; universal and compulsory education; vocational guidance; consideration of nature, as well as nurture, in education; and the importance of imitation as an educative agency. Because of the great inheritance for which we are indebted to these nations, it is quite fitting that in a discussion of educational developments they should be given a prominent place.

Dr. Robert R. Rusk, of the University of Edinburgh, in *The Doctrines of the Great Educators*, has devoted the first fifty pages to a presentation of Plato and Quintilian—each a leading exponent of education in his day. Though no fault is to be found with the selection of Plato and Quintilian, a serious question may be raised as to the wisdom of omitting Aristotle, especially when one considers his influence on medieval studies. Similarly, in a later chapter, when the statement is made that "until the time of Comenius it was only idealists like More who dared to suggest that education should be given to all", one may ask why Luther has been omitted, who, in his Letter to the Mayors and Aldermen and Sermon, recommended education for all, both boys and girls, rich and poor, and advised compulsion by civil authority if necessary. Because of such omissions one feels after a perusal of the book that *The Doctrines of Some Great Educators* would have been a more appropriate title.

The presentation of Plato and Quintilian is made in simple style, avoiding abstruse philosophical discussion, and for this reason the book may be of use as collateral reading in beginning classes in the history of education. For the use of more mature students it can scarcely be compared with the presentation in Monroe's *Source Book of the History of Education for the Greek and Roman Period* (New York, Macmillan, 1901), and *Text-Book in the History of Education* (Macmillan)¹, or in Bryan's *Plato, the Teacher*.

SCHOOL OF EDUCATION,
University of Pennsylvania.

THOMAS WOODY.

¹Reference may be made to Richard Lewis Nettleship, *The Theory of Education in the Republic of Plato* (University of Chicago Press, 1906), a reprint of an essay which appeared first in *Hellenica*:

Caesar's Gallic War, Books IV (20-38) and V. Partly in the Original and Partly in Translation. By R. W. Livingstone and C. E. Freeman. Oxford: at the Clarendon Press (1919). 110 pp. (including Introduction, Notes, and Vocabulary). \$1.15.

The publication of a new edition of even a portion of Caesar for School use throws on the editor or editors the burden of proof that its appearance is justified. This is not a very difficult task in the case of the little volume under review. It contains those portions of Books 4 and 5 of the *De Bello Gallico* which deal with the two campaigns to Britain. The book should quickly command the attention of all thoughtful teachers of Caesar as embodying an idea which, if not entirely new in itself, at least has never, so far as we know, been incorporated in the shape of a published text-book.

The plan, as stated in the Preface, is to permit of the translation of "about two pages of Caesar into English for every one that is left in Latin". The result is a mixed text of 77 chapters, of which only 30 are in the Latin; these occupy about 17 of the 44 pages covered by the text. The primary gain from this arrangement is obvious. "Much more Caesar can be read than under the old method", with the resultant advantage that the young student gets a more adequate conception of the subject-matter of Caesar than is now possible in most of our classes and perhaps secures a modicum of interest in what he is reading. For, say what we may and do what we will, reading Caesar at the rate ten or a dozen lines a day, with difficulties of grammar and syntax looming large, is too rarely warranted to lead to a genuine grasp of the narrative which, however, if told understandingly, might well hold a boy's attention. Further, such accruing of spontaneous interest could hardly fail to react favorably on the study of the Latin portions of the text.

But let us not be misunderstood. The editors are prompt to assert that "there is no idea of making Caesar easier". Clearly this is true. There is still the same opportunity and necessity for the close study of the Latin, for the unpleasant but essential drill, that there is in any other text of Caesar. Only it is possible that, knowing a little more about what he is reading, the average boy, being a boy, will be more able and more willing to approach his more difficult task.

Besides these advantages the editors suggest that the English parts of the text might be found useful for retranslation into Latin prose, an idea which for its practicability does not commend itself to us so strongly.

The book has been well planned. There is a fairly short Introduction (5-23) that treats of Caesar's appointment to Gaul, the nature of his province, his achievements there, his writings, and the character of his army. All is readable. The text is accompanied by full chapter-headings. The English translation is

A Collection of Essays on Greek Poetry, Philosophy, History, and Religion, edited by Evelyn Abbott (London, Rivingtons, 1880). Of interest, too, to some readers will be Percival R. Cole, *Later Roman Education in Ausonius, Iapella, and the Theodosian Code* (Teachers College, Bureau of Publications, 1909). C. K.